

## Ms. Smith • Observation

Added	Evidence	Components
01:05 PM	When I entered the room you were introducing the concept of comparing fractions and wrote the outcomes for today's lesson on the board.	3a: Communicating with Students
01:05 PM	The students were in their seats and paying attention.	2c: Managing Classroom Procedures 2d: Managing Student Behavior
01:06 PM	You provided the following example: Joe rode his bike for three-fourths of a mile and Josh rode his bike for one-fourth of a mile. Which boy rode his bike farther?	3b: Using Questioning and Discussion Techniques
01:07 PM	On the board you wrote the two fractions and made two number lines with quarter increments showing each boys distance.	3a: Communicating with Students
01:08 PM	You asked the class again, which boy rode his bike further? Ten students raised their hand, 7 males, 3 females.	2c: Managing Classroom Procedures
01:12 PM	During group time, you circled the room and stopped at each table, asked, questions, and waited to hear their answers.	3c: Engaging Students in Learning
01:13 PM	All students were on task even when you were not at their table.	2c: Managing Classroom Procedures
01:13 PM	After circling the room, you went back to the front of the class, gave a countdown cue, and focused the student's attention on the SMART board.	2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning
01:15 PM	Question posed to the group: Did they know what they needed to do to the fractions in example 3 so that they could compare the two and determine the larger?	3b: Using Questioning and Discussion Techniques
01:16 PM	You then explained that the fractions needed to be converted to equivalent fractions with a common denominator in order to compare them more easily. You then demonstrated with an out loud thinking process example 3 on the board.	3a: Communicating with Students
01:19 PM	At this point some student began to disengage (as noted by student movement about the classroom, conversation between table partners, and 1 student taking apart their mechanical pencils) from the lesson. At this point you switched your approach in instruction. You asked for volunteers to come to the front to work on the next set of examples. Two of the students who were demonstrating off task behavior circled back to the lesson and volunteered .	2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness
01:20 PM	To finish the lesson, you then wrote and explained three rules for comparing fractions and showed one example for each rule.	3a: Communicating with Students
01:20 PM	During independent work time, you circled the room and spoke with students about the problems on the sheet. Again all students stayed on task .	2c: Managing Classroom Procedures 2d: Managing Student Behavior

### Mr. Frank's Observation Notes/Feedback of Ms. Smith:

#### Location and activities:

Ms. Smith's math instruction block

When I entered the room you were introducing the concept of comparing fractions and wrote the outcomes for today's lesson on the board. The students were in their seats and paying attention.

You provided the following example: Joe rode his bike for three-fourths of a mile and Josh rode his bike for one-fourth of a mile. Which boy rode his bike farther?

On the board you wrote the two fractions and made two number lines with quarter increments showing each boys distance.

You then stated that the fractions have like denominators, so it is possible to compare the numerators.

You asked the class again, which boy rode his bike further? 10 students raised their hand- 7 males, 3 females.

Once the answer was given you provided two more examples and asked the students, increasing participation to 15 (7 males, 8 females) and 20 (10 males, 10 females) respectively. Students were then asked to work in their table groups to practice determining which fractions were larger.

During group time, you circled the room and stopped at each table, asked questions, and waited to hear their answers. You left each of students with a third example to work on. In the third example, the fractions did not have like denominators or like numerators. All Students were on task even when you were not at their table.

After circling the room, you went back to the front of the class, gave a countdown cue, and focused the student's attention on the SMART board. Question posed to the group: Did they know what they needed to do to the fractions in example 3 so that they could compare the two and determine the larger? 6 hands went up. After one student provided an answer you asked a follow-up question to see if anyone could provide a rationale for that students answer. You then explained that the fractions needed to be converted to equivalent fractions with a common denominator in order to compare them more easily. You then demonstrated with an out loud thinking process example 3 on the board.

The new instruction included the concept of the least common denominator. At this point some student began to disengage (as noted by student movement about the classroom, conversation between table partners, and 1 student taking apart their mechanical pencils. from the lesson. At this point you switched your approach in instruction. You asked for volunteers to come to the front to work on the next set of examples. Two of the students who were demonstrating off task behavior circled back to the lesson and volunteered.

To finish the lesson, you then wrote and explained three rules for comparing fractions and showed one example for each rule.

You passed out an activity sheet and asked the students to individually work on the sheet.

During independent work time, you circled the room and spoke with students about the problems on the sheet. Again all students stayed on task.

Students had approximately 10 minutes to work on the sheet during class. They were given instructions to, finish the sheet at home and return it tomorrow.

### **Relevant components:**

#### *2c: Managing classroom procedures*

Classroom procedures and norms seemed to be understood by the students.

- Students transitioned from whole class, to group, to individual work time without interruptions.
- Overall students were engaged in the lesson, when a few students began to become less engaged, you drew them back in with your questioning and request for volunteers.
- Students were productive and on task during group and individual work time

#### *2d: Managing student behavior*

- Expectations for student behaviors appear to have been established.
- Student behavior was appropriate
- Students were quiet and respectful when other students were speaking

*3a: Communicating with students*

- Student outcomes were clearly stated in the beginning of the lesson.
- Your explanations and use of examples were clear.
- You clearly defined the terms used in the lesson.
- You worked through examples before having students work on problems individually.

*3b: Questioning and discussion techniques*

- The questions you asked were basic but appropriate for the lesson.
- You called on a variety of students.

*3c: Engaging students in learning*

- The pacing of the lesson and the planned activities were appropriate for the instructional outcome that was shared with the class at the beginning of the lesson.
- Use of whole group instruction, group work time, and individual work time was appropriate for the lesson.
- When you circled the room during group work time and individual work time you asked the students to explain how they came up with their answers, if all of the students at the table got the same answer, and what parts were tricky.

3 e: Demonstrating flexibility and responsiveness

When sensing students were disengaged, you changed the method of instruction.

**Comment:**

Please bring your lesson plan for this lesson when we meet for the post-observation conference.